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THE TEACHERS COLLEGE JOURNAL

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NOVEMBER COVER

The cover picture is a view of the new Education-Social Studies Building on the campus of Indiana State Teachers College. The new structure will be in use for the Winter Term, January, 1954.

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The *Teachers College Journal* seeks to present competent discussions of professional problems in education and toward this end restricts its contributing personnel to those of training and experience in the field. The *Journal* does not engage in re-publication practice, in belief that previously published material, however creditable, has already been made available to the professional public through its original publication.

Manuscripts concerned with controversial issues are welcomed, with the express understanding that all such issues are published without editorial bias or discrimination.

Articles are presented on the authority of their writers, and do not necessarily commit the *Journal* to points of views so expressed. At all times, the *Journal* reserves the right to refuse publication if in the opinion of the Editorial Board an author has violated standards of professional ethics or journalistic presentation.

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Research—A Teaching Procedure . . .

There seems to be a general feeling that educational research is a phase of education that is only remotely related to classroom activity. Research-minded individuals have seldom been classified as classroom teachers; rather they have been placed in isolation, so to speak, in order that they might better attain their ends in privacy and without interference.

A perusal of up-to-date textbooks dealing with principles of teaching and classroom methods certainly will reveal nothing that would tend to alter or refute the idea presented above. Most of these texts discuss at length such things as "socialized recitations," "cooperative group action," "democratic group processes," the "problem approach," or the "unit plan of teaching." However, seldom if ever, is the idea of the "research procedure" mentioned. Although such a technique might well be implied in many of the so-called methods of teaching, it is certainly not openly brought to light and most certainly prospective teachers or teachers in the field are not encouraged to employ any technique in teaching that faintly resembles the term "research."

Yet, an excellent teaching device is conveniently at hand in research procedures, and countless classroom

situations develop which might readily involve classroom research as a method of teaching. In any school level, from elementary through the college, problematic situations arise; questions need to be answered. The solution oftentimes depends upon a systematic means of discovering the answer or solving the problem. Thus research becomes a necessity, although in the past, we have frequently failed to utilize it. On many such occasions the teacher has answered the question half-heartedly or presented an answer only partially satisfactory, or with little or no encouragement or direction has told the class to find the answer or solve the problem themselves. Thus is lost an opportune teaching situation and the rapport so vital to classroom activities. How much better it would be to handle such situations in a systematic and scientific manner—the research procedure!

When problematic situations arise in the classroom, whether individual or group, the research approach becomes a logical and psychological means of solution. Through any number of types of group activities, and under the guidance of the teacher, the problem will need to be defined, and the procedure will involve think-

ing through possible solutions, collection of data, analysis and interpretation of data, and drawing conclusions. Community resources, library resources, experimental resources, in fact, practically all areas will become involved. At the same time interests of the pupils will be at the base of the procedure, and the individual differences are readily provided for. Basically, as a teaching procedure, the research procedure encompasses most of the currently recognized methods of teaching; namely, socialized recitation, cooperative group action, democratic group processes, and so forth.

The concomitant values of research procedures in the classroom should not be overlooked. If such procedures were utilized in school activities, it is quite likely that our pupils will become research minded, and the "inquiring mind" would be fostered. No one would question that education must help our prospective citizens acquire clear-thinking analytical minds. Perhaps, however, many have not realized how valuable a technique to this end is the use of research as a teaching procedure.

CHARLES HARDAWAY
Editor

The License Status Of A Sampling Of Social Studies Teachers In Indiana

The report contained herein is the work of a graduate class in methods of research at Indiana State Teachers College. Members of the class were Howard T. Black, Doyle Haley, Henry Speight, Richard Sturgeon and Harriet Connelly. The class was under the direction of Dr. Olin Jamison, assisted by Charles Hardaway, Director of Research. The report was edited by Mr. Hardaway.

Present day social, economic, and political conditions—both national and international—present a real and serious challenge to the teacher of social studies. There are strong demands from all sides that the public schools develop citizenship and character. There are evidences of inroads being made on our system of government which imply that greater efforts on the part of schools must be made to prepare pupils for an understanding of and effective participation in our democratic system of government in order to meet them. Then, too, thoughts and developments regarding world government, United Nations, and international good will bring greater responsibilities upon the public schools.

The burden of these responsibilities falls heaviest on the social studies teachers, and perhaps quite naturally so, since this field deals directly with these issues. Thus it behoves the social studies teacher to possess a great and varied background in all phases of his area and to possess needed skills and abilities for meeting the challenge before him. To what degree do our social studies teachers appear to be educated and qualified to perform the task before them? Then, too, are we utilizing our trained social studies teachers to the fullest advantage?

The purpose of this study was to determine (1) the amount of training and types of licenses held by a sampling of social studies teachers in

the state of Indiana, (2) the number and types of social studies courses taught by these teachers, (3) the extent to which social studies teachers are teaching other courses, and (4) the extent to which teachers licensed primarily in other fields are teaching social studies.

It has been the consensus by many persons in the field of social studies that there are probably a great number of misplaced teachers—teachers adequately trained and licensed in other fields who are assigned a class or two in social studies in order to round out their schedule. The study aims to reveal the actual situation in regard to the status of social studies teachers in the state of Indiana.

Methods of procedure and groups studied. In order to collect the data necessary for the study, a questionnaire was devised and distributed to 350 secondary schools in the state of Indiana. The questionnaire sought three basic items; namely, the amount of training of the teacher, the type licenses held by the teacher, and the subjects currently taught by the teacher.

The schools selected for the survey were chosen from each of the 92 counties in Indiana, and consisted of secondary schools having 20 teachers or less. Not more than four schools were selected from any one county. Each principal was asked to distribute the questionnaire to all teachers in his school and return same upon completion. Thus questionnaires were received from all types of teachers, but only those from teachers licensed in social studies, or teaching social studies, or both, were utilized. The report contained herein is based on an analysis of 397 questionnaires which were concerned with the social studies area.

For the benefit of the reader, a teacher with 100 quarter hours or

more in social studies was considered to hold a special license if type license was not indicated specifically in the questionnaire, 64 quarter hours was considered as a comprehensive license; 36 hours as a restricted, and 28 hours as a permit. These are current state requirements for the various type licenses.

For comparative purposes the questionnaires were sorted into groups based upon size of school. Schools with less than 100 secondary pupils (grades 7 through 12) were classified as small schools. Medium schools were those with enrollments of 101 to 350 pupils, and those with more than 350 pupils were classified as large schools. To gain an added insight into the situation, the questionnaires were further subdivided into categories based on years of experience of the teachers surveyed. Thus the final interpretations show the status of social studies teachers in the various sized schools and on the basis of experience.

Presentation and analysis of data. Of the 397 teachers involved in the study, 131, or 33 per cent, held master's degrees, 233, or 59 per cent, held bachelor's degrees, and 33, or 8 per cent, had no degree. Insofar as social studies licenses are concerned, 5 per cent held special licenses in social studies; 59 per cent held comprehensive or equivalent licenses; 22 per cent held restricted or equivalent licenses; 3 per cent held permits, 7 per cent held blanket life licenses, and 2 per cent held no social studies license yet were teaching social studies courses. It is seen that approximately one-third of all social studies teachers held licenses that were less than comprehensive licenses or equivalent. The situation becomes more enlightening when the license picture is studied on the basis of size of school. Seventy-six per cent of social studies teachers in the large schools

held comprehensive or special licenses, 63 per cent in medium-sized schools held comprehensive or special licenses, whereas only 49 per cent in the small schools held comprehensive or special licenses. Thus slightly more than half of the social studies teachers in the small schools held restricted licenses or less. There seemed to be no apparent relationship between years of experience and type license held. It was noted, however, and probably understandable, that blanket life licenses were held by teachers with twenty years or more of experience. Also, the greatest number of permits were issued to teachers in the lower experience brackets. This would indicate that beginning teachers are often displaced or assigned to fields in which they are unprepared academically.

One hundred forty-two, or 36 per cent of the licensed social studies teachers were not teaching social studies courses of any type; 31 per cent of the holders of comprehensive licenses were not teaching social studies. This would indicate that many qualified teachers are not being utilized in the role for which they were prepared. In the large schools only about one half of the people licensed to teach social studies are doing so.

On the other hand, the 255 teachers teaching social studies were teaching on the average only 2.4 classes in social studies. For small and medium schools the average number of social studies classes taught was 2.2, whereas in the large schools the average was 3.3. Only 2.5 classes per teacher are being taught by the active teachers holding comprehensive licenses. In the special license group, the teachers averaged 2 social studies classes each. If it is assumed that the average teacher in Indiana teaches 4 to 6 classes per day, it can readily be seen that our social studies teachers are certainly not specializing in the social studies area.

In so far as subject matter is concerned, 40 per cent were teaching American history, 19 per cent were teaching world history, 16 per cent were teaching government and civics, 9 per cent were teaching geography,

5 per cent were teaching economics, and 10 per cent were teaching other miscellaneous social studies classes. It is the general opinion of educators that teachers holding restricted licenses in social studies are not qualified to teach courses other than those in history. It is doubtful that holders of restricted licenses have had sufficient training to qualify them to teach courses in government, geography, and economics. It was shown by the data, however, that 23 per cent of the classes in these courses were taught by teachers holding restricted licenses or less.

It was determined that in the small and medium schools, 58 per cent of all teachers in social studies were teaching 2 or less courses in social studies and up to 4 courses other than social studies. In the large schools 42 per cent were teaching less than 2 social studies courses and up to 3 other subjects. In the total group studied, 27 per cent were teaching only one course in social studies, and 29 per cent were teaching two social studies courses, whereas only 27 per cent were teaching 4 or more courses in social studies.

Summary. The following points briefly summarize the findings in the study:

1. The sampling of social studies teachers appears to be adequately trained in so far as degrees are concerned. Only 8 per cent held no degree.

2. Sixty four per cent of the social studies teachers held comprehensive licenses or higher licenses. However, the remaining 36 per cent held licenses of lesser significance or no licenses; this figure reaches 49 per cent in the small schools.

3. Thirty-six per cent of the teachers holding social studies licenses were not currently teaching social studies courses. Thirty-one per cent of the teachers holding comprehensive social studies licenses were teaching no social studies. This indicates that a significant number of qualified teachers are not being utilized in a field for which they are prepared to teach.

4. The social studies teachers are

on the average teaching 2.4 classes in social studies. Twenty-seven per cent were teaching only one course in social studies and twenty-nine per cent were teaching only two social studies classes. Only 27 per cent were teaching four or more courses in social studies.

5. It was found that twenty-three per cent of all classes in government, geography, and economics were taught by teachers holding restricted licenses or less. It is commonly assumed that these courses should be taught by teachers holding comprehensive licenses or better.

Conclusions. It becomes readily apparent that the social studies teachers are not specialists in their field. Very few of the teachers teach only social studies, and a great many are teaching only one social studies class. It is likely that many of these are specialists in other fields who are assigned to teach a class or two in social studies to round out their daily programs.

Qualified social studies teachers are not being utilized to their greatest capacity. A significant number holding comprehensive licenses in social studies do not teach in the social studies field. On the other hand, a large number of poorly qualified teachers (restricted licenses or less) are given the responsibility for teaching a large percentage of the social studies courses which would normally require additional training.

The small schools especially are in a critical condition as to the status of social studies.

Recommendations. The importance of social studies in both the present and future existence of our high school students make it imperative that our social studies teachers be well qualified and trained for their responsibility. It seems plausible to recommend that all social studies teachers be required to hold a comprehensive or special license in order to teach social studies. This is not unreasonable since a great many teachers with such licenses are not now being utilized in the social studies areas. The study would tend to

(Continued on page 27)

Teaching And Research . . . Is There A Dichotomy?

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It has become commonplace for educators and laymen alike to wisecrack about the alleged teaching incompetence of research scholars. It seems to be taken for granted that a professor must make a choice between becoming an inspiring teacher and a productive researcher, a combination of the two being inherently impossible—that a perfect negative correlation obtains between teaching competence and research competence. Is such inverse relationship really a fact, or is its alleged existence just some weaklings' way for saying sour grapes? Weaklings? Yes—weak researchers who boast their preference for teaching competence, and weak teachers who boast their preference for research competence, each group using an alleged dichotomy between research excellence and teaching excellence as an alibi for their self-admitted and publicly recognized unfitness.

Statistical Evidence

Obviously, the question can not be answered satisfactorily. Research excellence can be measured objectively, but teaching excellence can not. (And the alibiers may rejoice in the fact.) Researches by Frederick B. Knight and others show, however, that students estimates of teaching competence probably come nearer the truth—as the all-seeing eye sees the truth—than any other device. A widespread survey, employing student estimates of teachers in several colleges, in comparison with the teachers' research productivity, can yield dependable evidence. The present writer does not have such data from a widespread survey, but he has them from one institution.

A well-known state college in the upper Mississippi Valley had only one professor who was very prolific

in research production, but he published more research reports every year over a period of twenty years than all the other faculty members combined. That same college at intervals of about five years solicited student ratings of the faculty, and in each instance, Abou ben Adhem's name led all the rest. Abou ben Adhem in each case was the professor who did most to put that college on the map researchwise.

Theoretical Considerations.

Although statistical data from a single college are an insufficient base for valid conclusions, a number of theoretical considerations point in the same direction as the data from the single college.

It is certain that one earmark of successful teaching is enthusiasm. Without enthusiasm, on the part of both professor and the class, teaching is dead. Nothing is more contagious than enthusiasm, and if the teacher does not have it, he can hardly expect his students to have it. But how does the teacher get it? A professor who has been in a single assignment many years will have taught some courses scores and dozens of times. How can one, after teaching a course a hundred times, still have enthusiasm for it?

One good device for acquiring enthusiasm is research. If while teaching some course repeatedly one has some research irons on the fire, an increased enthusiasm for the course is automatic. The prospect of being able soon to have an added bit of light in a course is also a stimulator of enthusiasm.

A second unquestioned prerequisite for successful teaching is broad scholarship. One good way—and a fascinating way—for self-broadening is research. A preliminary or con-

comitant of practically any research project is library work. By using research projects as cores around which to extend his cultural horizon, one has the advantages of self-imposed and self-administered project teaching to aid him in broadening his scholarship.

Every teacher needs to find out how he can function most effectively. There are no fixed and patented ways to teach, no formulae to follow in teaching. It is not the method but the "methodist" which makes some teaching procedures effective and others ineffective. Some teachers find certain procedures successful which others find unsuccessful. Every teacher needs to experiment to learn which modes of teaching procedure he can use most effectively, and that means research. Dr. Herbert Klausmeier of the University of Wisconsin, for example, used as the topic for his Master's thesis an experiment to learn how he could teach high-school social studies most successfully. He stated in his conclusion that the results of the experiment might not mean anything to anybody else, but that they were a lesson for him.

A further unquestioned requisite for successful teaching is a wholesome personality. Personality, far from being a unit characteristic, is the composite of one's attributes as they impress other people. Of the various component parts of the composite, the one which has more weight in effecting an attractive or an unattractive personality is the maintenance of a wholesome balance between one's urges to assert and his urges to submit. If one does not find some wholesome way to shine in activities which society approves and applauds, he will either develop an inferiority complex or will start asserting in illegitimate ways, or will do both.

Research provides an excellent field for legitimate assertion. An accomplished research man is neither crushed nor cocky. He has the humble confidence of an Anton J. Carlson. William Howard Taft once said a gentleman is a man who doesn't offend unintentionally. Successful ex-

perience in research is one way to acquire the balanced personality of a "gentleman."

Conclusion.

Although adequate statistical data are not at hand to support a conclusion, some scanty data indicate that the alleged dichotomy between teaching excellence and research excellence is a myth. It might even be a fallacious tradition kept alive by

teachers who are unproductive in research or researchers who are ineffective as teachers, with the conscious or subconscious intention of excusing their inadequacies. Supplementing the scanty statistical data on the question, four theoretical considerations point toward the conclusion that teaching competence and research competence should bear a positive

correlation instead of a negative one.

It is a common practice in college administration to show preference to prolific producers of research when professional promotions are pending. This practice irks non-producers and makes them moan sour-grape laments. It is quite probable, however, that those who get promotions for prolific production in research deserve it for perfection in pedagogy as well.

The Citizenship Education Project At Indiana State Teachers College: A Progress Report

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During the past three years Indiana State Teachers College has been participating in the Citizenship Education Project (CEP). Previous issues of the *Teachers College Journal*¹ have been devoted primarily to a discussion of the CEP, and during this three year period much faculty and student effort has been directed toward it. Thus, it seems appropriate that an attempt should be made both to evaluate the work completed and to suggest a course of action for the future.

BACKGROUND OF THE PROJECT²

In February, 1950, President Tirey received an invitation from President William F. Russell of Teachers College, Columbia University, and Dr. William S. Vincent, Executive Officer of the Project, for this college to participate in the CEP. Later that

spring, President Tirey and the presidents or representatives of seven other teachers colleges³ were invited to a college planning session at the CEP headquarters in New York City. Upon returning to the campus from this preliminary meeting, President Tirey consulted the faculty regarding the Project, indicating his wholehearted endorsement of it. A favorable faculty reaction prompted him to present to the Teachers College Board a plan involving the participation of this college in the CEP. The Board approved of the plan, and President Tirey put it into operation in June, 1950, by appointing the writer Director of the CEP at Indiana State Teachers College.

The CEP staff invited a representative from each of the eight partici-

pating teachers colleges to work for several weeks in the fall of 1950 at the Project headquarters. Dr. Edward S. Evenden, Professor Emeritus of Education, Columbia University, was the coordinator of this group. Each representative studied the program of his own college in order to determine how the CEP policies and procedures might be utilized. A report was prepared by this group,⁴ presenting a tentative citizenship education program at the teachers college level. The writer, as one of the representatives, attempted to plan a CEP approach for Indiana State Teachers College.

PROGRESS TO DATE

Upon returning to the campus in January, 1951, the writer attempted to carry out the plans which had been made at the CEP headquarters. A citizenship committee was formed, representing the administration, faculty, and student body. This committee discharged its function of initiating the CEP and then disbanded last

¹Vol. XXII (May-June, 1951) and Vol. XXIII (October, 1951).

²For a description of the policies and procedures of the Citizenship Education Project the reader is referred to: Citizenship Education Project, *Improving Citizenship Education*. New York: Teachers College, Columbia University, 1952. Pp. 40.

³The eight participating colleges were: Teachers College of Connecticut, New Britain; Kansas State Teachers College, Emporia; Kent State University, Kent, Ohio; Montclair State Teachers College, Montclair, New Jersey; New York State College for Teachers, Albany; East Carolina Teachers College, Greenville, North Carolina; State Teachers College, Bloomsburg, Pennsylvania; and Indiana State Teachers College, Terre Haute.

⁴Citizenship Education Project, *The Pre-Service Preparation of Teachers for Citizenship Education* (Mimeographed). New York: Citizenship Education Project, 1951. Pp. 18.

year. It should be made clear that the CEP work has been done by many persons on the campus, and that any credit for the success of the movement should go to all those who cooperated.

Some of the CEP activities which have been carried out at Indiana State Teachers College since January, 1951, are:

1. Persons have been informed about the CEP through conferences, workshops, newspapers, professional journals, and informal speeches. This work has been done both on the campus and in the community.

2. CEP procedures have been employed successfully in selected college courses. Among these are courses in state and local government, social studies methods, student teaching, and community education. A graduate seminar in citizenship education was offered in the summers of 1951 and 1952.

3. Resources for the CEP have been made available in the college library, the Laboratory School library, and the audio-visual center.

4. The Laboratory School has become a participating school, having been represented in the Pokagon CEP Workshop in 1952.

5. The student representatives on the citizenship committee made a study of student organizations in order to determine the extent to which democratic procedures were employed by them.

6. Members of the college staff assisted the CEP staff in an exploratory workshop at the elementary level, held on this campus in 1952.

7. An attempt has been made by members of the college staff to introduce the Project at the secondary level in the public schools of Indiana. Through the sponsorship of the Indiana Association of Secondary School Principals this program is now well under way.

PROPOSED CEP ACTIVITIES

It is difficult, if not impossible, to evaluate the effectiveness of the CEP in our college to date. Any all-college program of this type is apt to begin slowly and to affect only a portion of those areas of the curriculum for which it holds promise. However, in view of the fact that we have decided to give continued support to the CEP, it seems in order for us to give special attention to the following activities:

1. We should assist the Indiana Association of Secondary School Principals in the public school phase of the CEP. We can serve as consultants and provide a resource center for these schools. This work will have a close relationship to our public relations and teacher recruitment activities.

2. We should provide CEP experiences in our professional education curriculum. This task will fall largely to the Education Department and to

the Division of Student Teaching.

3. We should continue our CEP work in the Laboratory School. In this phase, emphasis should be placed on CEP activities for college students which stress the basic procedures to be used in teaching for citizenship.

4. Every faculty member should examine his own courses to determine how he can utilize CEP techniques. Perhaps ideas for this can be borrowed from instructors of the five liberal arts colleges⁵ which are co-operating with the CEP.

5. We should give particular attention to the development of democratic leadership at the college level. This would represent an all-campus emphasis in citizenship education. An approach such as the Program of Community Dynamics, sponsored by Earlham College,⁶ offers much promise for a college of our type.

These five suggestions represent possible areas for a renewed citizenship education emphasis at Indiana State Teachers College. It is only through a cooperative effort on the part of administration, faculty, student body, and community that a successful program is to eventuate.

⁵Cooperating liberal arts colleges are: Amherst College, Colgate University, Haverford College, Stephens College, and Wesleyan University.

⁶For a description of the Earlham plan see: William W. Biddle, *The Cultivation of Community Leaders*. New York: Harper & Harper, 1953. Pp. xi + 203.

Digest Of Theses . . .

Hill, Kathryn, *Parental Preferences of Annual and Semi-annual Promotion*. (Number 741). June, 1953, 60 pp.

The Problem. It was the purpose of this study to analyze the promotional policy preferences of parents of students in the public schools of Indianapolis, Indiana. A survey was made to determine (1) which school units desired semi-annual promotions and (2) which schools desired annual promotions.

Method. The Parents, through the medium of printed materials, were given an analysis of arguments for and against each type of promotional policy. This was done so that the preferences indicated by the parents could be made on an objective basis. That is to say they were based on the same criteria. This seemed to be necessary since the data were to be treated collectively and a common basis for choice was felt necessary.

Each parent received a question-

naire upon which his preference of promotional policy was to be indicated. These questionnaires were distributed to the parents at Parent-Teacher Association meetings and by the children of parents not attending those meetings. All questionnaires were returned by the pupils.

Differences in preferences were then computed in order to show (1) promotional preferences for elementary schools as opposed to preferences for secondary schools; (2) preferences between large school units and small school units; and (3) preferences between school units attended

primarily by one ethnic or cultural group compared against another (as in this case—Negro schools, both elementary and secondary and white schools, both elementary and secondary).

Findings. The overall preferences of the parents of the students for the annual promotional plan in the city of Indianapolis outweighed those against the annual promotional plan by a total vote of 3,793 or 26.7 per cent.

The data clearly indicate that in accordance with the dictates of the opinion of the vote received, the administration of the Indianapolis Public Schools should adopt the annual promotional plan, thereby adhering to the dictates of the choice of the parents.

The final analysis by school group, elementary versus secondary (63.3 per cent and 61.2 per cent in favor respectively) as compared with the overall percentage for the annual promotional policy (63.1 per cent) there is no doubt as to the indication of the preference of that city's trend of thought in this matter.

Gerard, Walter E., *An Experimental Investigation of Bacitracin Penicillin Synergism on the Early Growth of Turkeys*. (Number 742). January, 1953.

Problem. The four-fold purpose of this investigation was to: (1) compare the weight gains of turkeys resulting from the use of the antibiotics bacitracin and penicillin as single feed supplements against the weight gains obtained by using mixtures of these antibiotics; (2) compare, under these conditions, the resulting feed efficiency data, that is, the amount of feed required to produce a unit increase in body weight; (3) determine if a relationship existed between the increased growth rate and the corresponding feed efficiency; and (4) determine the degree, if any, to which antibiotic synergism existed under these experimental conditions.

Method. A feeding experiment was conducted employing twenty groups of ten Broad Breasted Bronze male poults between the first and forty-

fourth day of life. Each group of birds was placed in an electrically heated brooder with a raised wire floor. The twenty brooders, arranged in tiered racks, were housed in an air conditioned room during the experimental period. One group was fed a nutritionally balanced control ration containing no antibiotics. All groups were fed supplemented rations prepared by mixing various amounts of bacitracin and/or penicillin with the control ration.

The 1-ephename salt of penicillin G (Compenamine) and a bacitracin antibiotic feed supplement (Baciferm-5), containing five grams of bacitracin per pound of supplement, were used as the antibiotic sources. The penicillin and bacitracin feed supplement were each fed singly at concentrations of 0.5, 0.75, 1.0, 1.25, 1.5, 2.0, and 4.0 grams and pounds, respectively, per ton of the control ration. Combinations of penicillin and bacitracin feed supplement were also fed at concentration of 0.5, 1.5; 0.75, 1.25; 1.0, 1.0; 1.25, 0.75; and 1.5, 0.5 grams and pounds per ton, respectively, to determine the possible existence of an antibiotic synergism.

The two-hundred birds were individually weighed at the first, fourteenth, twenty-eighth, and forty-fourth day of the test and complete records of the poult weights and feed consumption data were maintained. The basic data were treated by standard statistical procedures including correlation coefficients and tests for significance of the results.

Conclusions. Under the conditions of this experimental investigation, it was concluded that: (1) the penicillin, bacitracin, and penicillin-bacitracin ration supplements produced and increased growth rate above the unsupplemented control ration; (2) more than half of these increased growth rates were significant, statistically, above the rate of growth of the control group; (3) in general, the average poult weights increased as the concentrations of the antibiotic supplements were increased; (4) the penicillin-bacitracin combinations produced superior gains in poult weight at equivalent total concen-

trations of antibiotic, but not of such magnitude as to indicate the general existence of an antibiotic synergism; (5) in general, the feed utilization improved as the concentration of the antibiotic supplements were increased; and (6) there was a highly significant positive coefficient of correlation between increased poult growth and improved feed utilization throughout the experiment.

Craig, John Thomas, *The Determination of Penicillin G By Isotope Dilution, Using C¹⁴ Isotope as a Tracer*. (Number 743.) June, 1953.

Problem. This research project was undertaken with a three-fold purpose: first, to develop an absolute assay method for the determination of penicillin G in fermentation broths; second, to compare the assay results obtained by this method with results obtained by other methods available for the determination of total penicillins; and, third, to show the application of the isotope method to the penicillin industry through its use in determining the rate of production of penicillin G during the fermentation cycle.

Method. The assay method developed was based on the principle of isotope dilution, using C¹⁴-labeled penicillin G as a tracer.

The research required for the development of such a method was divided into four phases; first, preparation of the C¹⁴-labeled penicillin G by microbiological fermentation; second, establishment of the purity of the C¹⁴-labeled penicillin G by applying the reverse isotope dilution technique; third, the establishment of the accuracy of the method by assaying known solutions of penicillin G in inactivated penicillin broth; and, fourth, application of the method to the assay of broth samples.

Findings. A new isotope dilution method was developed for the assay of penicillin G in broth using C¹⁴ labeled penicillin G as a tracer.

The precision and accuracy of the method was found to be at least plus or minus two per cent, with one series of experiments showing plus or minus one per cent.

Such precision and accuracy has never before been achieved by any other method for the assay of penicillin G in broth.

This method could be applied not only to the assay of broth samples but also to the assay of extracts, liquors, and crystals throughout the penicillin recovery process, with the same degree of accuracy as that shown in the assay of broth samples.

Orahood, Charles A., *An Evaluation of the Indiana Mathematics Contest Program*. (Number 744.) June, 1953. 45 pp.

Problem. This study was made to find the opinion of mathematics teachers and students concerning the worthiness of the *Mathematics Achievement Program* regarding (1) benefits received by students and teachers, (2) the reason more schools do not participate, (3) ways of improving and (4) general attitudes toward the program.

Method. The questionnaire method was followed in this study. One hundred forty-three questionnaires were mailed to teachers who participate in the contest; two hundred ninety-four were mailed to participating students and five hundred twenty-three were mailed to non-participating teachers. Five hundred forty-two of the nine hundred sixty mailed were returned and analyzed in the study.

Findings. One hundred per cent of the students considered it an honor to be in this contest. Ninety-two per cent of the students thought the contest made them conscious of the value of scholastic work and 85.5 per cent were stimulated to put forth greater effort in mathematics. Two students majored in mathematics as a direct result of the program.

Fifty-five per cent of the students thought competition was generally on equal basis although some thought the small schools were at a disadvantage as large schools had more contestants and special classes for preparation to enter.

Sixty-four per cent of the students had received other awards in school.

Eighty per cent of the participating

teachers enter students regularly in the contest.

Seventy-eight per cent of the teachers had satisfying results from having the students enter the contest.

Eighty-four per cent felt their results justified time and effort spent and 77 per cent felt the program causes the students to be more industrious in their work.

Responses from teachers indicated that 68 per cent felt that large and small schools received their proportionate benefits and all students received equal opportunities by participating and associating with other students.

The students did not feel that unfairness existed to the same extent that teachers did. Since all students felt it an honor to participate, it would seem that non-participating teachers were depriving their students of an honor.

Ninety-six per cent of the non-participating teachers believe in rewarding academic achievement and 95 per cent thought that competition stimulated achievement. Sixty-six per cent thought competition might be a proper stimulus to inspire students to greater academic achievements in all subjects.

Thirty-nine per cent of the non-participating teachers stated they did not receive announcements of the program. Fifty-six per cent of these teachers did not know why they failed to receive announcements. Thirty teachers stated they had no interest in the program, twenty-seven did not have students who were good enough, fourteen had too heavy teaching loads, and eleven received no encouragement from the administration of the school.

More publicity and cooperation from school administrators is necessary to encourage the participation of all schools in Indiana.

Kreager, Robert N., *An Analysis of Techniques Involved in Addition of Two One-Figure Numbers*. May, 1953. (Number 745.) 60 pp.

Problem. This study was undertaken (1) to discover the various techniques employed by different

children in determining the sum of two one-figure numbers; (2) to determine if there are any relationships between grade in schools, chronological age, mental age, I.Q., or sex and the particular techniques employed; and (3) to discover whether or not there is any significant pattern of techniques used at different age levels.

Method. An experimental approach was followed in the study. A "Combinations Test" consisting of twenty selected combinations of two one-figure numbers was devised as a means of determining the techniques employed in additions. Two samples were studied independently. Group A consisted of thirty-three pupils attending the Laboratory School of Indiana State. Fourteen of the group were from the first grade, eleven were from the fourth grade, and eight were from the seventh grade. Group B consisted of fifty-seven pupils from Newman School in Tell City, Indiana. Sixteen of the group were from the first grade, nineteen were from the fourth grade, and twenty-two were from the seventh grade. Each pupil was given the "Combinations Test" and the responses were tabulated.

Findings. The techniques employed in addition of two one-figure numbers were the following: "memorized," "multiplied," "doubled," "combined to ten," and "combined to five," and "counted."

Similarity of the findings of the research made with the groups support the conclusions drawn.

Pupils at the first grade level resort to counting almost exclusively as the technique used in finding addition facts.

Fourth grade pupils have memorized addition facts with totals of ten or less but frequently count in finding addition facts with larger totals.

Those pupils at the seventh grade level have memorized most addition facts.

Insight into number relationships is increasingly evident among the more mentally mature pupils. The "brighter" pupils use a variety of techniques in finding addition facts. The choice of techniques is not limited to

ited to one or two "favorites." It is determined rather by the relationship of the particular numbers involved in a given fact.

The study revealed no evidence that sex is a determining factor in the selection of techniques used in adding two one-figure numbers.

Packer, Warren M., *A Survey of the Business Records of One Hundred Non-Profit Organizations*. May, 1953. 46 pp.

Problem. The purpose of this study was (1) to investigate the business records of one hundred non-profit organizations to determine the kinds of books used in keeping such data and the methods of entering these data in those books; (2) to determine what kinds of business papers are prepared by the treasurers of these organizations; and (3) to set up a set of records that could be kept by a treasurer of any such kind of organization.

Method. One hundred treasurers of non-profit organizations were interviewed, and the original financial records of the organizations were examined. A check list of 32 questions was filled in by the writer as he did the questioning and examining.

Findings. Fifty-six treasurers used a single column to enter cash receipts; 11 did not use any kind of cash journal. The other 25 used from 2 to 16 columns.

Fifty-one treasurers used a single column to record cash payments; 12 did not use a cash payments journal; the other 27 used from 2 to 24 columns to enter cash payments.

Twenty-five treasurers used vouchers for cash receipts.

Seventy-one treasurers used some form of authorization as permission from members in order to make payments from the treasuries.

Four different kinds of journals were used: a one-page combined cash journal by 48; a double-page combined cash journal by 18; separate receipts and payments journals by 20; 1 column for both receipts and payments by 3.

Only six organizations used a form

of double entry in keeping their records.

Eighty treasurers used a ledger to post the amounts received and spent.

One month was the most common fiscal period, being used by 52 treasurers; the others ranged from 2 weeks to 1 year.

Only four of the organizations kept inventories of property owned.

None of the organizations made a balance sheet.

Seventy-eight of the treasurers closed their books by placing the balance in the payments column and totaling the columns. Of the others, 18 kept a continuous balance and 4 never closed their books.

Eighty-nine treasurers said they kept records in order to safeguard and keep track of the money of the organization.

Bank reconciliations were made monthly by 70 treasurers.

Eighty of the treasurers proved cash monthly.

Only 37 of the organizations set up a budget.

Fifty-six of the treasurers had either previous experience or training in keeping books.

Fifty-eight organizations had the treasurer's books audited, 40 of them by its own members.

Twenty of the organizations handled admission taxes, but only one took care of withholding taxes.

All the organizations kept books on the cash basis.

Ninety-five of the treasurers felt their records were adequate.

Rice, Mary J., *Social Insurance in Germany*. June, 1953. 106 pp. (Number 747.)

Problem. It was the purpose of this study to trace the development of social insurance in Germany from the early Nineteenth Century through the early Twentieth Century, the Nazi Regime, and the period of occupation up to 1953.

Method. The historical method was used in this study. The writer lived in the Western Zone of Germany from September, 1949 to January, 1952. German people, familiar with social insurance, were interviewed.

Books and statutes were obtained from German libraries for study, and the Historical Record of the American Military Government of Hesse was read. The writer was a case worker in the German-American Welfare Organization of Wiesbaden, Germany, and, through this work, German people were visited who received unemployment compensation, old-age, and invalidity insurance.

Summary. The Prussian miners in the Nineteenth Century, had a voluntary insurance plan with sick benefits. State action led to the first compulsory accident compensation law in 1883. There was further legislation in 1884 and 1897. Five million people were receiving benefits from such insurance by 1900.

Laws were extended in 1904 and 1907 and consolidated in 1911. Cash benefits as well as medical services were included. In 1912, widows and orphans could draw pensions.

The unemployment insurance plan developed more slowly because (1) there was much opposition to it from government employees and government leaders, and (2) there was little unemployment in the early 1900's. Formal unemployment insurance legislation came in 1927. By 1929, sixteen million workers were carrying unemployment insurance, but the economic crisis threatened the whole system with bankruptcy.

In 1925, accident insurance was extended to cover twenty-six occupational diseases. Invalidity, old-age, and widow insurance plans were amended in 1933 and 1934. Twenty-two million people were compulsorily insured by 1937, and over nine million were covered by voluntary insurance.

The Nazi Regime enlarged social insurance benefits; however, Hitler discarded unemployment insurance in 1935 and replaced it with the Winter Relief Program (Winterhilfswerk). From 1938 to 1939, over four hundred million mark were spent on the Winter Relief Program. Sickness insurance covered the trades, domestic servants, and agricultural workers. Invalidity, old-age, accident, and survivor's insurance covered all industrial workers.

War conditions added complications. From 1938 to 1939, Hitler issued nearly twenty decrees concerning social insurance benefits and the general welfare of the people.

After World War II, eight million more people were concentrated in Western Germany than before the war. Under the supervision of the Occupation Powers, industries were re-licensed, surveys of health conditions were made, and a vaccination program was put in effect. There was one doctor for every one thousand persons in the German state of Hesse in 1948. Public welfare agencies assisted the refugees, and displaced persons. The Communist coup in Czechoslovakia in the Fall of 1948 caused an added influx into Hesse of Czechoslovakian refugees.

Social insurance was gradually reenacted in its old forms with reduced benefits. Miner's insurance was restored in 1947. By the end of 1948, insurance funds were almost exhausted because of the currency reform which had devaluated the mark. Public assistance increased. Six categories of persons were eligible for partial state support in 1948.

Unemployment, invalidity, and old-age insurance benefits were meager in 1952. Public welfare and assistance was necessary.

Hardesty, Paul R., *A Study of Accidents and Violations in Relation to Behind-the-Wheel Training*. July, 1953. 50 pp. (Number 749.)

Problem. The purpose of this investigation was to reveal information about the driving performances of students in Gibson County, Indiana, who have completed an authorized course of behind-the-wheel training. The problem resolved itself into the determination of answers to the following questions: (1) What was the cost of the accidents by the trained and untrained drivers? (2) What were the numbers and percentages of trained and untrained drivers in the accidents and violations to be investigated? (3) What was the educational status of the trained and untrained drivers? (4) What was the sex of the trained and untrained drivers?

(5) What were the scholastic ratings of the drivers in accidents and violations to be studied? (6) Who was responsible for the accidents? (7) Where did the drivers live who had accidents? (8) What were the types of violations the drivers were committing?

Method. The normative survey and historical procedures were followed in this study. A study was made of one hundred sixty-seven accidents and one hundred fifteen violations. The records in the offices of superintendents of schools in Gibson County, Indiana, were consulted. Interviews were held with the instructors of behind-the-wheel training in the county.

Finding. It was found that 823 students had completed behind-the-wheel training. This is 25 per cent of the possible number of students who were offered the course.

Eleven per cent of the drivers in the accidents had behind-the-wheel training. In the violations studied, 14 per cent of the drivers had completed the training.

The average cost of accidents involving trained drivers was \$195 and untrained drivers was \$191. No trained driver was involved in an accident costing more than \$500, and ten untrained drivers were involved in accidents costing more than \$500.

Sixty-nine per cent of the untrained drivers and 16 per cent of the trained drivers involved in accidents had quit school. In the violations studied 69 per cent of the untrained drivers and 6 per cent of the trained drivers had quit school.

In accidents studied 85 per cent of the drivers were male, and in violations 91 per cent of the drivers were male. No girls with behind-the-wheel training were involved in the violations studied.

Thirty-three per cent of drivers in sixty-four accidents had below average ratings in scholastic achievement and 17 per cent had above average ratings. Twenty-six per cent of the drivers in fifty-three violations had below average ratings and 17 per cent had above average ratings.

Seventy-six per cent of the drivers

with no training were at fault in the accidents, and 53 per cent of the drivers with training were at fault in the accidents. No girl who had taken behind-the-wheel training was at fault in the accidents.

Forty-seven per cent of the drivers in accidents lived in the cities.

Reckless driving was charged in 69 per cent of the violations studied. Speeding was charged in 18 per cent of the cases.

Heiken, Jack E., *A Study of the Effects of the 1950 Amendments to Title II of the Social Security Act on the Old-Age Assistance and Aid to Dependent Children Programs in Indiana*. June, 1953. 105 pp. (Number 748.)

Problem. It was the purpose of this study: (1) to determine what effect the 1950 Amendments to Title II of the Social Security Act had in reducing both numerically and financially, the burden of Old-Age Assistance and Aid to Dependent Children in the State of Indiana; (2) to determine if these changes were progressive or retrogressive in terms of adequate coverage, realistic eligibility requirements, and adequate benefits; and (3) to determine the probable future relationship of Old-Age and Survivors Insurance and Public Assistance as envisioned by the Committee on Economic Security.

Methods. A critical review of the major studies of national legislation on Social Security was presented. From these studies, criteria were established which concurred with Congressional objectives for an adequate system of Old-Age and Survivor's Insurance. The 1950 Amendments to Title II of the Social Security Act were analyzed in the light of these criteria. Comparative statistics on Old-Age and Survivors Insurance, to Dependent Children and Old-Age Assistance were studied from 1936 through 1952 for the United States and State of Indiana. Significant changes were analyzed to determine the impact of the 1950 Amendments.

The increase in the population in Indiana, 65 and over, was traced from

1880 through 1950. Then the Old-Age Assistance rolls were broken into age groups. This was done to determine the percentage of persons in each age group. Next figures on the number of persons per 1,000 in Indiana drawing Old-Age Assistance and Old-Age and Survivors Insurance were compared.

The data were then examined and compared.

Findings. The results were:

1. The 1950 Amendments to Title II of the Social Security Act have been primarily responsible for decreases in the number of persons on Dependent Children and Old-Age Assistance rolls, and the reduction in Aid to Dependent Children, and Old-Age Assistance expenditures in Indiana.

2. In Indiana, as in other States, the 1950 Amendments to Title II of the Social Security Act were major steps toward needed extensions of coverage and more adequate benefit payments. They also established the insurance principle as the basic means of providing income maintenance for workers and for their families in the future.

3. Increased coverage and favorable economic conditions presage the continued growth of Old-Age and Survivors Insurance in the State of Indiana. An increasingly smaller percentage of the population will find it necessary to apply for Aid to Dependent Children or Old-Age Assistance. As a result of these factors, the Aid to Dependent Children and Old-Age Assistance programs will continue to decline in size, although, the need for them will not disappear.

McQuillan, Mary Ann. *A History of the Children's Theatre of Terre Haute*. August, 1953. 145 pp. (Number 750.)

The purpose of this study is to trace the origin and development of the Children's Theatre of Terre Haute, Indiana, from its beginning in October, 1936, through its final incorporation with Indiana State Teachers College in 1947.

Various aspects of the growth and

development of Children's Theatre of Terre Haute, Incorporated were studied: the method of production, size of the audience, financial soundness, and the objectives of training children to participate in and enjoy theatrical performances.

The study has been divided into four periods: (1) 1936 to 1937, (2) 1937 to 1942, (3) 1942 to 1945, (4) 1945 to 1947. The first period includes the founding and incorporating of Children's Theatre of Terre Haute, 1936-1937.

The second period starts in the fall of 1937 with the cooperation between Children's Theatre and the city school system and Indiana State Teachers College. This period continues until the war period, which starts in the spring of 1942.

The war period must be considered as a distinct period because of the many problems involved in casting, directing, financing.

The post-war period includes the 1946-1947 season and the final contract with Indiana State Teachers College whereby the college took over the responsibility of producing the shows.

There has been no previous study made of Children's Theatre of Terre Haute, Incorporated. The sources used were the minutes of Children's Theatre meetings from 1936 through 1948, the scrapbooks kept by the organization from 1936 through 1948, the yearbooks from their inception in 1941 through 1948, the yearly financial reports, the legal agreements made with the college, the play production books of the college, and interviews with the Children's Theatre director, Mrs. Robert Masters, and the 1953 treasurer, Mrs. Gordon Ahlgren. In the appendix are listings of casts and crews for all productions 1937 through 1948, and the financial reports for those years.

A questionnaire was sent out to 100 children's theatre organizations, in order to compare them with Children's Theatre of Terre Haute, Incorporated. Forty-eight groups responded.

This study did not attempt to deal with particular plays but with the

actual development of the children's theatrical organizations in the city of Terre Haute, Indiana.

Citizenship Project

(Continued from page 19)

show that if all teachers with comprehensive licenses were utilized to their fullest extent, there would be no need for teachers holding restricted licenses or permits in social studies to teach any social studies.

It is not sound reasoning to believe that any teacher can teach social studies (at least teach social studies well). It is therefore, recommended that teachers teaching primarily in other fields not be given a course or two in social studies simply to round out their schedule.

The social studies teachers should be specialists in their field. A teacher who is teaching in only one area will increase in proficiency in that area because his continued study and lesson preparations will be concentrated in an integrated area. Growth in the field of social studies increases teaching efficiency in each specific course in social studies.

Book Reviews

Walt Whitman: Thinker and Artist. By Arthur E. Briggs. New York: Philosophical Library, 1952, pp. 483. \$4.75.

This book by Dr. Riggs, leader of the Los Angeles Ethical Culture Society, is the result of ten years' intensive study of Whitman and his work. Dr. Riggs had first read *Leaves of Grass* in a rather casual fashion in college. Then as the years passed, he read it with increasingly deeper understanding and appreciation. He came to feel that there is a discrepancy between the book itself and the Whitman tradition and scholarship. About 1941, therefore, he determined to make a scholarly study of Whitman and his work and to reach his own conclusions. This book records those conclusions.

It is divided into two parts. Part I

is an analysis of Whitman's ideas; Part II is a discussion of his title and rank as an artist. The chapter titles indicate the scope of the book: Part I, "Have the Whitmanites Betrayed Him?" "Is the Book the Man Himself?" "Prophecy of a New Religion," "Whitman's Cosmic Man," "Man-God and His Soul," "The New Morality," "Whitman's Self-contained Morality," "His Prophecy of Love," "Prophet of Democracy," "Economic and Social Democracy," "Whitman's Conception of Man"; Part II, "Whitman—Poet of Democracy," "New Poetry and Old Techniques," "Whitman's Poetic Techniques," "Among His Contemporaries—Emerson, Browning, Tennyson," "The Unknown Rival-Hopkins," "Dickinson and Whitman," "Has the Full-Grown Poet Come?—Masters, Lindsay, Sandburg, and Crane," "Whitman and the Expatriates—Eliot and Pound," "High Points in Whitman's Philosophy."

Dr. Riggs takes issue with those biographers and critics who make a cult of Whitman. He was not a Uranian. Neither was he a mid-century evolutionist. His conception of evolution was humanistic rather than materialistic. He was not a cosmopolitan, and he was not a socialist. Rather, he was a humanist. He had an abiding and supreme faith in his fellowmen; and he held that the chief end of man is to serve himself and his fellows.

Whitman was at odds with organized and institutional religion, although he was himself a very religious man. He was the pioneer of humanist religion. In the place of churches, he put his trust in individual man, in the "dear institution of comrades." He did not admit the supremacy of God; he felt that every man is his own Messiah. Nature to Whitman was a supreme revelation, yet he held that nature exists to serve mankind. His faith and hopes were built more on man than on nature and God.

Whitman recognized evil in the world as well as good. He felt, however, that evil is transitory; it is changed into good. The most beautiful flowers grow out of decay; and crime, wrongs, sufferings may serve the spiritual growth of man. The great virtues are not the virtues of conflict and war, but rather they are justice, caution, happiness, magnanimity, pride, courage, truth, benevolence, love, friendship, a perfect body, ample thoughts, and poetic emotion.

Whitman's great virtues were love, democracy, and religion. He was the prophet of love as he was the prophet of the new religion of humanity. Indeed, love was the heart of his religion and of his democracy.

In Part II Dr. Riggs states that Whitman is uniquely our poet of democracy. He regarded form as secondary to thought, but he struggled

to find a poetic form adequate to his ideas and principles—a far broader, more expansive than that of traditional poetry. Thus evolved his free verse. Dr. Riggs' analysis of Whitman's verse technique is excellent. His discussion of Whitman's contemporaries and of his successors is especially illuminating to the student of Whitman as well as to the general reader.

Throughout the book Dr. Riggs emphasizes that Whitman is the essence of our true American faith. He is of the same blood as Emerson, Thoreau, Jefferson, and Lincoln. He is our greatest American writer.

The book has certain shortcomings, of which one of the most notable is a lack of scholarly technique. It is not documented, and it contains no bibliography. It summarizes much of the Whitman criticism and comment but gives usually only the last names of the authors; it does not mention the titles of the books involved. Then the book seems too much a defense of Whitman. After all these years, Whitman needs no defense.

Notwithstanding, every lover of Whitman will want to read *Walt Whitman: Thinker and Artist*. Its interpretation of Whitman's faith in mankind and of his belief in American democracy are particularly heartening at the present moment.

—Sara King Harvey
Professor of English

NATIONAL TEACHER EXAMINATIONS

The National Teacher Examinations, prepared and administered annually by Educational Testing Service, will be given at 200 testing centers throughout the United States on Saturday, February 15, 1954.

At the one-day testing session a candidate may take the Common Examinations, which include tests in Professional Information, General Culture, English Expression, and Non-verbal Reasoning; and one or two of nine Optional Examinations designed to demonstrate mastery of subject matter to be taught. The college which a candidate is attending, or the school system in which he is seeking employment, will advise him whether he should take the National Teacher Examinations and which of the Optional Examinations to select.

Application forms and a Bulletin of Information describing registration procedure and containing sample test questions may be obtained from college officials, school superintendents, or directly from the National Teacher Examinations, Educational Testing Service, P. O. Box 592, Princeton, New Jersey. Completed applications, accompanied by proper examination fees, will be accepted by the ETS office during November and December, and in January so long as they are received before January 15, 1954.

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Write: Mr. Harry E. Elder, Registrar, Indiana State Teachers
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A play by one of the worlds greatest living poets, T. S. Eliot. A story which tells of the martyrdom of Thomas Becket, Archbishop of England.

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The Curious Savage

Recent Broadway hit by John Patrick, author of "The Hasty Heart." A comedy about Mrs. Savage and her efforts to wisely spend a 10-million dollar inheritance.

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Elizabeth the Queen

Play by the author of "Joan of Lorraine," Maxwell Anderson. A love story in which Elizabeth attempts to dominate her lover, but only succeeds in making him attempt to gain his way by force.

All performances will start at 8 o'clock in the evening and will be held in the modern Sycamore Playhouse on the campus. Tickets may be purchased by mail. Season tickets are \$2.50 and single play tickets are \$1.00.

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Terre Haute, Indiana